

STANDARD IV: <i>Time Allocation.</i> Evidence is provided that EIGHTY PERCENT of aggregate counselors' time is devoted to DIRECT services to students through a balanced program of individual planning, guidance curriculum, and responsive services consistent with the results of school needs data.		
Levels of Performance		
School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team – Check the boxes that indicate your evaluation of this program's level of performance.		
Indicators	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
Target Time Allocation	<input type="checkbox"/> Target time for CCGP has been established and customized to meet the needs of the individual school.	<input type="checkbox"/> Target time for CCGP has been established and customized to meet the needs of the individual school.
Time and Task Analysis	<input type="checkbox"/> Sample time and task analysis in all four Comprehensive Counseling and Guidance components are charted by every counselor (e.g., one day each week or one week per month—at least ten sample days). <input type="checkbox"/> Time allocation in each component correlates with school improvement goals and improved results for students as defined by the school improvement plan.	<input type="checkbox"/> Sample time and task analysis in all four Comprehensive Counseling and Guidance components are charted by every counselor (e.g., one day each week or one week per month—at least ten sample days).
Eighty Percent (80%) Direct Services to Students	<input type="checkbox"/> At least eighty percent of each counselor's contract time is spent on direct services (guidance curriculum, individual planning, and responsive services).	<input type="checkbox"/> At least eighty percent of each counselor's contract time is spent on direct services (guidance curriculum, individual planning, and responsive services).
Calendar	<input type="checkbox"/> A full-year CCGP calendar is provided that correlates with the counselor's target time allocations and school improvement goals. <input type="checkbox"/> A current calendar is posted and updated regularly on the school's CCGP web page or other venues and/or languages supportive to their students and parents.	<input type="checkbox"/> A full-year CCGP calendar is provided that clearly defines specific CCGP activities. <input type="checkbox"/> A current calendar is posted and updated regularly through venues and/or languages supportive to their students and parents.
Non-Guidance Activities	<input type="checkbox"/> Non-guidance activities are eliminated from every counselor's duties through a strong integration with the Utah CCGP Model and school improvement processes. <input type="checkbox"/> Counselors have no responsibility for standardized test administration or coordination. <input type="checkbox"/> Counselors serve as advisors for master schedule building, but they do not have primary responsibility.	<input type="checkbox"/> Counselor "fair share" responsibilities are consistent with the Utah CCGP Model and school improvement plans and goals. <input type="checkbox"/> Counselors are not chiefly responsible for standardized test administration or coordination. <input type="checkbox"/> Counselors have some responsibility for master schedule building, but they do not have primary responsibility.

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the school improvement plan:

Overall rating for this standard:				4	3	2	1	0
Levels of Performance								
2 Limited development and/or partial implementation			1 Low level of development and implementation			0 No evidence of development or implementation		
<input type="checkbox"/> Target time for CCGP has been established and customized to meet the needs of the individual school.			<input type="checkbox"/> No target time for CCGP has been established.			<input type="checkbox"/> No target time for CCGP has been established.		
<input type="checkbox"/> Time and task analysis in all four CCGP components is not clearly charted by every counselor regularly.			<input type="checkbox"/> Personal time logs are not identified into the four areas of CCGP.			<input type="checkbox"/> No evidence of time and task analysis.		
<input type="checkbox"/> At least 80 percent of each counselor's contract time is spent on direct services (guidance curriculum, individual planning, and responsive services).			<input type="checkbox"/> Each counselor is spending more than 20 percent of his/her contract time in system support/non-guidance activities.			<input type="checkbox"/> No evidence of time allocations for every counselor.		
<input type="checkbox"/> A school calendar is loosely aligned with CCGP and lists general activities by month.			<input type="checkbox"/> A school calendar is provided without clearly outlining CCGP activities.			<input type="checkbox"/> No school or CCGP calendar is provided.		
<input type="checkbox"/> Counselors are assigned some non-guidance activities without attention to school improvement plans.			<input type="checkbox"/> Counselors are routinely assigned non-guidance activities, such as teaching assignments, which draw them away from full-time counseling.			<input type="checkbox"/> A high percentage of counselors' time is consumed by non-guidance activities, such as teaching assignments, which draw them away from full-time counseling.		
<input type="checkbox"/> Counselors have responsibilities not consistent with the Utah CCGP Model or school improvement plans and goals.			<input type="checkbox"/> Most of the counselors responsibilities are not consistent with the Utah CCGP Model or school improvement plans and goals.			<input type="checkbox"/> Most of the counselors responsibilities are not consistent with the Utah CCGP Model or school improvement plans and goals.		
<input type="checkbox"/> Counselors have primary responsibility for standardized test administration or coordination.			<input type="checkbox"/> Counselors have total responsibility for standardized test administration or coordination.			<input type="checkbox"/> Counselors have total responsibility for standardized test administration or coordination.		
<input type="checkbox"/> Counselors have primary responsibility for master schedule building.			<input type="checkbox"/> Counselors have total responsibility for master schedule building.			<input type="checkbox"/> Counselors have total responsibility for master schedule building.		

Review Team – Check the boxes that indicate your evaluation of the program's level of performance.

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations: